

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES LABORATORY HIGH SCHOOL REVITALIZED TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE): A FOCUS ON THE STUDENTS' LIVELIHOOD AND ENTREPRENEURIAL DEVELOPMENT

By

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ABSTRACT

Any secondary education technology livelihood and entrepreneurship program should be based on the new Basic Education Curriculum in Technology and Livelihood Education (TLE) based on the standard curriculum designed by the Philippine Department of Education. This paper is a discussion on the technology livelihood and entrepreneurship as part of the basic education curriculum for secondary school students. Part of this paper discusses the component and the importance of the TLE program in general, and the experiences in terms of implementation of the Polytechnic University of the Philippines Laboratory High School (PUPLHS). To answer the needs of the times along this aspect, PUPLHS designed a revitalized TLE program focusing on livelihood and entrepreneurial development program through its Mini-Center for Livelihood and Entrepreneurial Development. Activities lined up for this purpose are also explained in the paper.

INTRODUCTION

Any secondary education technology livelihood and entrepreneurship program should be based on the new Basic Education Curriculum in Technology and Livelihood Education (TLE) for easier assimilation. It should be made more relevant to the present needs of the time. They are revised by integrating new imperatives to the Basic Education Curriculum. New concepts, knowledge and processes are also introduced so that students and teachers will not be left behind in getting across these new elements.

The development of the basic skills in the four areas of TLE, namely: (1) Home Economics, (2) Agriculture, (3) Industrial Arts and (4) Entrepreneurship, should be the main concern along with the formation of desirable work values and attitudes.

Lessons are made flexible to give the teacher an opportunity to innovate ideas and work processes. It is however important that all suggested activities and projects be pursued effectively to realize the objectives of the program. Care was exercised to make concepts and thinking and work practices appropriate for the needs, interests and learning abilities of students.

The course/subject is intended to help teachers to attain its objective optimally and to experience a sense of achievement in having contributed to the formation of the individual student into knowledgeable, morally responsible and economically productive human being.

TLE program is designed especially for the first year students. It aims to reinforce the work skill training and value orientation of the first year students. It exposes the learner to a variety of experiences which are meaningful and relevant to his development. It covers the following areas which are presented in each lesson:

- a) Home and Family Living - deals with love, human and family development
- b) Housing and Family Economics - covers management of resources, exterior and interior design of the home, foods and applied nutrition and food production, touches on plant product, animal and fishery technology/culture. It also deals with decision concerning nutrition and quantity cookery.
- c) Consumer Education and Entrepreneurship - presents viewpoints on consumerism and how to manage small enterprises.
- d) Crofts and Industries - provides information for possible

job opportunities for which the learner has a special talent, aptitude or interest.

Each unit starts with a list of the things to learn which serves as guide in the study of the lesson. The activities cover a broad range of interest and ability centered learning experiences to encourage student involvement.

Revitalized TLE Program : PUPLHS Experience

In basic education, the curriculum has to be a relevant one that answers the needs of the times, and should be reviewed and revised periodically. Specifically, the course content should be updated and programs be designed accordingly to meet the requirements of the students and to attain desired objectives.

The new trend in technology and livelihood education is "entrepreneurship". The concept of entrepreneurship has a wide range of meanings. On the one extreme an entrepreneur is a person of very high aptitude who pioneers change, possessing characteristics found only in a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for himself or herself is considered to be an entrepreneur (QuickMBA.com).

The word entrepreneur originates from the French word, entreprendre, which means "to undertake." In a business context, it means to start a business. The Merriam-Webster Dictionary presents the definition of an entrepreneur as one who organizes, manages, and assumes the risks of a business or enterprise.

Entrepreneurship is innovation (Fajardo, 1994). This refers to new or different ways of doing things like technology, marketing, human relations, management and so forth. When an individual creates a new product, it is called innovation and when he sells his product in a different approach, that is also considered as an innovation.

In view of the innovative nature of entrepreneurship, it is capable of generating more jobs, incomes, goods and services. Ultimately, this means better economy and higher standard of living for the people. However, the real contributions of entrepreneurship is measured in terms of the welfare of the people.

Entrepreneurs have many of the same character traits as

leaders. Similarly, as leaders have characteristics to follow and emulate, the entrepreneurs have also the following characteristics: (<http://en.wikipedia.org/wiki/Entrepreneurship>):

- The entrepreneur has an enthusiastic vision, the driving force of an enterprise.
- The entrepreneur's vision is usually supported by an interlocked collection of specific ideas not available to the marketplace.
- The overall blueprint to realize that the vision is clear, however details may be incomplete, flexible, and evolving.
- The entrepreneur promotes the vision with enthusiastic passion.
- With persistence and determination, the entrepreneur develops strategies to change the vision into reality.
- The entrepreneur takes the initial responsibility to cause a vision to become a success.
- Entrepreneurs take prudent risks. They assess costs, market/customer needs and persuade others to join and help.
- An entrepreneur is usually a positive thinker and a decision maker.

Advantages of Entrepreneurship

Every successful entrepreneur brings about benefits not only for himself/herself but for the country as a whole. The benefits that can be derived from entrepreneurial activities are as follows (Herbert, 1988):

- Self-employment
- Employment for others
- Development of more industries especially in the rural areas
- Encouragement of the processing of local materials into finished goods for domestic consumption as well as for export
- Income generation
- Healthy competition thus encourages higher quality products

- More goods and service available
- Development of market
- Promotion of the use of modern technology in small-scale manufacturing to enhance higher productivity
- Encouragement of more researches/ studies and development of modern machines and equipment for domestic consumption
- Development of entrepreneurial qualities and attitudes among potential entrepreneurs to bring about significant changes in the rural areas

Statistics in both rich and poor countries show that small enterprises are leading in the generation of jobs and wealth. In fact, the small business sector saved the US economy from economic stagnation or depression during the 60s and 70s.

In the Philippines, most of our economic activities fall under the micro and small business categories. There are many retailers, vendors, and other small scale proprietors. As long as they perform some risk-taking ventures, innovations, and creative undertakings, they are considered as entrepreneurs.

Because of the proven importance of entrepreneurship, subjects in entrepreneurship and other activities have been included in the curriculum of high schools, colleges and universities in many countries. President Derek Bok of Harvard Business School said, "The Harvard Business School is beginning to see that its role is not just training general managers but also training and providing preparations for people to start their own business".

Entrepreneurship is not only applicable to business enterprises. It is now done in schools, hospitals, and other society oriented institutions. Our educational system should emphasize the importance of entrepreneurship in its curriculum.

PUPLHS is implementing a commercial curriculum to support and create opportunities to equip the students with basic office and entrepreneurial skills.

The PUPLHS TLE curriculum is humanistic, individualistic and practical in approach. It is likewise, values driven where it aims to develop the students' potentialities

especially in the inculcation of virtues such as Love of God, love of one self, family of country, courage, honesty, patience, cooperation, sharing, cooperation, trust, responsibility, loyalty, caring, concern, communication, commitment and companionship. It also presents day-to-day situations revolving around the experiences and needs of students' self awareness of their development and growth and realization of their possible personal, family problems and responsibilities.

The course outlines content of the curriculum consisted of lessons as follows:

Home Economics

Chapter I - Home and Family Living

Chapter II - Housing and Family Economics

Chapter III - Foods and Applied Nutrition

Chapter IV - Basic Clothing

Agriculture and Fishery Arts

Chapter V - Plant Production

Chapter VI - Animal Production

Chapter VII - Fish Production

Handicrafts

Chapter VIII - Role of Handicrafts in the Economic Growth of the Country

Entrepreneurship

Chapter IX - The Concept of Entrepreneurship

Chapter X - Types of Entrepreneurial Activities

Chapter XI - Requirements of an Entrepreneurial Career

To answer this basic requirements and to make the PUPLHS curriculum essential and relevant focused on livelihood and entrepreneurship, a mini-center was established in June 2007. PUPLHS mini-center for Livelihood and Entrepreneurial Development signifies that the school acknowledges the fact that the road to development and progress can be done through livelihood and entrepreneurship. When a country adapts livelihood and entrepreneurship as a tool in economic and social development, progress is near and when an institution like the PUPLHS established a center for this purpose, it is then in the right road to progress. We cannot be entrepreneurs

overnight nor can we solve problems related to our economy and society in a day. It will likewise take time before we come to realize the fruit of success that of entrepreneurs role in nation building. With the opening of this mini-center, it can fast track the school's ambitions to be entrepreneurs and the solution to our socio-economic ills is within reach. In a sense, the entrepreneurial spirit is high in the PUPLHS. Primarily, it is a venue for the organization of classes on livelihood and entrepreneurial development where very good preparations and foundation for future leaders are instilled. More importantly, the mini-center will provide opportunities for the students to develop knowledge and skills on technology, livelihood and entrepreneurship. The students' special talents, aptitudes and interests are also honed to fit possible job opportunities. Product development and packaging, buying and selling activities and other programs related to TLE are encouraged in the mini-center. It is here where the students can explore and invent something novel and transform them into commercial use, so the student can earn while they learn.

Networking and linkages are being considered as source funds to sustain the programs and the mini-center. Experts, subject specialists and trainers on livelihood and entrepreneurial development are being tapped to transfer the technology and skills required of one. Lecture for a demonstration lesson on soap and detergent making, decorative flower making out of fish scales, swarovski bracelet and accessories, ham making, and flower preservation are implemented. Hairdressing, rug

and mat making, recycling processes and pastries preservation are also lined up for the students as well as for the faculty, staff, and parents and other members of the community.

Conclusion

In the pursuit of all the Technology and Home Economics, now the TLE (Technology and Livelihood Education) learning experiences, the development of work ethics, knowledge, skills and values essential to economically productive endeavor are considered as important consistent with the Philippine Department of Education development goals and the objectives for Technology and Livelihood Education program.

As a whole, this noble project of LHS, the mini-center, aims to make the students aware of the role of entrepreneurship in the economic growth of the society, the business opportunities in the community and how entrepreneurship fosters personal growth.

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